

教師支持、高中生學習投入與數學成就之關係

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摘要

本研究主要目的在於探討高中職學生教師支持、學習投入與數學成就之關係。首先探討不同背景變項間之高中職學生在教師支持、學習投入及數學成就之差異分析；其次檢視高中職學生的教師支持、學習投入與數學成就之相關分析；最後以高中職學生的教師支持、學習投入對數學成就做徑路分析。本研究以中部地區高中職一、二年級學生為母群體，以便利取樣的方式，共抽取510位高中職學生為樣本，並施以「個人基本資料表」、「教師支持量表」、「學習投入量表」、「數學成就」則以101學年度第二學期第二次月考數學分數轉換成班級T分數。所得資料以獨立樣本t檢定、皮爾森積差相關及徑路分析進行處理。本研究之發現如下：(一)不同性別的高中職學生在教師支持有顯著差異。(二)不同社經地位的高中職學生在教師支持上之「勝任感支持」有顯著差異。(三)不同性別的高中職學生在學習投入有顯著差異。(四)不同社經地位的高中職學生在學習投入無顯著差異。(五)高中職學生教師支持與學習投入有顯著正相關；教師支持與數學成就有顯著正相關；學習投入與數學成就有顯著正相關。(六)教師支持會直接影響高中職學生學習投入；教師支持會間接影響高中職學生數學成就；而學習投入會直接影響數學成就。根據以上發現，本研究對數學教師及未來的研究方向提出一些建議。

關鍵詞：教師支持、學習投入、數學成就

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